



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12775 E. Mary Ann Cleveland Way, Vail, AZ 85641

Vail Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	N/A

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Heather M. Pletnick
 Schedule : 07:30 AM to 05:00 PM
 Grades : 6-8
 Web Address : www.vail.k12.az.us
 Phone Number : (520) 762-2882
 Fax Number : (520) 762-2881
 E-mail : pletnickh@vail.k12.az.us

Mission

Pantano Middle School will educate the students not only in the content areas, but also provide life skills development in character, communication, and citizenship, thus guiding students to be happy, productive, successful citizens.

We will provide self-paced courses and facilitate student achievement in each course. These courses will be aligned to state standards and Vail School District middle school curriculum.

School / Academic Goals

ü Teachers will create an individual plan for each student for high school and monitor their progress toward that plan.

ü 95% of 8th grade students will be promoted to 9th grade in the fall.

Enrollment

October 1, 2005 School Year Student Enrollment : 29
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Alternative Education
- Ü On-site Special Education Services
- Ü Vail C.A.R.E.S. Grant

Calendar Information

Number of Instruction Days :	186
Average Daily Instruction Time :	4 hours 20 minutes
First Day of School :	7/22/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Pantano Middle School teachers are required to contact the parent of each student two times per semester. This contact is made to inform parents of the progress that their child has been making. Many of the teachers use email as a weekly contact with parents. The school also sends out mailings of letters with specific information and newsletters with general information. The parents are also encouraged to work with their student in the classroom.

Parents

Parents are responsible for enrolling their son/daughter in the program, attending parent/teacher conferences and monitoring their child's progress. Parents are also expected to respond to any verbal or written correspondence from the school.

Transportation Policy

The school district will provide transportation for all students to and from school for both the morning and afternoon programs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

- Ü Teacher of the Year - within the Vail School District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	606	79327	NC	100	98	NC	561	518	NC	4	19	NC	8	20	NC	48	46	NC	40	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	290	38961	--	100	98	--	566	520	--	2	16	--	8	20	--	49	48	--	41	16
Male	NC	316	40295	NC	100	97	NC	557	516	NC	6	21	NC	8	19	NC	47	44	NC	39	16
African American	--	28	4247	--	100	98	--	552	499	--	7	27	--	4	24	--	57	41	--	32	8
Hispanic	NC	125	32327	NC	98	98	NC	551	499	NC	5	27	NC	10	25	NC	50	41	NC	35	8
Asian/Pacific Islander	--	16	1939	--	100	99	--	560	556	--	13	6	--	13	10	--	25	47	--	50	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	NC	432	36373	NC	100	98	NC	565	538	NC	3	10	NC	7	14	NC	48	52	NC	41	25
Students with Disabilities	--	54	9321	--	83	87	--	500	467	--	33	54	--	19	22	--	37	21	--	11	3
Students without Disabilities	NC	552	70006	NC	100	100	NC	566	524	NC	1	14	NC	7	19	NC	49	49	NC	43	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	97	37097	--	94	97	--	553	498	--	4	27	--	11	25	--	48	41	--	36	7
Non-Economically Disadvantaged	NC	509	42230	NC	100	99	NC	562	535	NC	4	11	NC	7	15	NC	48	50	NC	40	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	609	79501	NC	100	98	NC	523	497	NC	3	10	NC	10	25	NC	78	60	NC	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	293	39062	--	100	99	--	530	502	--	2	8	--	8	23	--	78	64	--	13	5
Male	NC	316	40368	NC	100	98	NC	517	491	NC	4	13	NC	11	27	NC	79	57	NC	6	3
African American	--	27	4279	--	96	99	--	514	485	--	NA	14	--	11	30	--	85	54	--	4	2
Hispanic	NC	126	32389	NC	99	98	NC	515	478	NC	6	16	NC	11	34	NC	75	48	NC	9	1
Asian/Pacific Islander	--	16	1936	--	100	99	--	525	519	--	NA	3	--	19	14	--	69	73	--	13	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	NC	435	36446	NC	100	99	NC	527	516	NC	2	4	NC	9	15	NC	80	73	NC	9	7
Students with Disabilities	--	56	9411	--	86	88	--	471	453	--	23	36	--	27	36	--	48	26	--	2	1
Students without Disabilities	NC	553	70090	NC	100	100	NC	528	502	NC	1	7	NC	8	24	NC	82	65	NC	10	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	99	37183	--	96	97	--	518	479	--	3	16	--	13	34	--	77	49	--	7	1
Non-Economically Disadvantaged	NC	510	42318	NC	100	99	NC	525	513	NC	3	5	NC	9	17	NC	79	70	NC	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	616	80000	NC	100	99	NC	581	564	NC	2	3	NC	6	11	NC	81	75	NC	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	297	39288	--	100	99	--	597	579	--	1	2	--	2	6	--	76	77	--	21	16
Male	NC	319	40644	NC	100	98	NC	565	549	NC	3	4	NC	9	15	NC	84	74	NC	4	7
African American	--	28	4307	--	100	99	--	580	551	--	NA	4	--	7	13	--	75	75	--	18	7
Hispanic	NC	128	32672	NC	100	99	NC	577	548	NC	1	4	NC	8	14	NC	80	76	NC	12	6
Asian/Pacific Islander	--	16	1945	--	100	99	--	583	592	--	NA	1	--	6	4	--	81	69	--	13	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	NC	439	36602	NC	100	99	NC	582	579	NC	2	2	NC	5	7	NC	81	75	NC	12	16
Students with Disabilities	--	64	9919	--	98	93	--	511	505	--	8	9	--	31	35	--	61	54	--	NA	2
Students without Disabilities	NC	552	70081	NC	100	100	NC	588	571	NC	1	2	NC	3	7	NC	83	79	NC	14	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	101	37534	--	98	98	--	574	547	--	NA	4	--	10	15	--	81	76	--	9	5
Non-Economically Disadvantaged	NC	515	42466	NC	100	100	NC	582	578	NC	2	2	NC	5	7	NC	80	75	NC	13	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	561	78546	NC	100	97	NC	579	543	NC	4	15	NC	7	18	NC	56	52	NC	33	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	285	38645	NC	100	98	NC	583	545	NC	2	13	NC	7	18	NC	55	54	NC	35	15
Male	NC	276	39792	NC	100	97	NC	575	542	NC	6	17	NC	7	17	NC	57	50	NC	30	15
African American	--	31	4205	--	97	97	--	572	524	--	3	22	--	16	22	--	58	49	--	23	7
Hispanic	NC	133	31177	NC	100	97	NC	566	524	NC	6	22	NC	8	23	NC	64	48	NC	22	7
Asian/Pacific Islander	--	23	1940	--	96	99	--	609	580	--	NA	5	--	NA	9	--	52	53	--	48	33
American Indian/Alaskan Native	--	NC	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	NC	372	36450	NC	100	97	NC	582	563	NC	4	7	NC	7	12	NC	53	57	NC	36	23
Students with Disabilities	NC	40	8093	NC	93	82	NC	519	489	NC	25	50	NC	28	24	NC	40	23	NC	8	2
Students without Disabilities	NC	521	70453	NC	100	100	NC	583	549	NC	2	11	NC	6	17	NC	57	56	NC	35	16
Limited English Proficient Students	--	NC	9323	--	NC	94	--	NC	491	--	NC	47	--	NC	28	--	NC	24	--	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	NC	102	34694	NC	97	96	NC	560	524	NC	8	23	NC	10	23	NC	65	48	NC	18	7
Non-Economically Disadvantaged	NC	459	43852	NC	100	99	NC	583	559	NC	3	10	NC	7	13	NC	54	56	NC	36	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	560	79045	NC	100	98	NC	538	512	NC	3	10	NC	14	25	NC	73	58	NC	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	284	38860	NC	100	98	NC	545	519	NC	2	7	NC	9	22	NC	75	62	NC	14	8
Male	NC	276	40075	NC	100	97	NC	531	505	NC	3	12	NC	18	28	NC	71	54	NC	8	6
African American	--	31	4250	--	97	98	--	532	500	--	3	12	--	13	31	--	77	54	--	6	3
Hispanic	NC	132	31314	NC	100	98	NC	528	493	NC	5	16	NC	14	34	NC	80	48	NC	2	2
Asian/Pacific Islander	--	23	1949	--	96	99	--	541	536	--	NA	4	--	13	15	--	70	66	--	17	15
American Indian/Alaskan Native	--	NC	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	NC	372	36730	NC	100	98	NC	542	532	NC	2	4	NC	14	16	NC	70	68	NC	14	12
Students with Disabilities	NC	40	8552	NC	93	87	NC	492	463	NC	10	35	NC	43	40	NC	43	23	NC	5	1
Students without Disabilities	NC	520	70493	NC	100	100	NC	541	517	NC	2	7	NC	11	24	NC	75	62	NC	11	8
Limited English Proficient Students	--	NC	9355	--	NC	95	--	NC	456	--	NC	37	--	NC	48	--	NC	15	--	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	NC	100	34922	NC	95	96	NC	523	493	NC	5	15	NC	16	34	NC	75	48	NC	4	3
Non-Economically Disadvantaged	NC	460	44123	NC	100	99	NC	541	527	NC	2	6	NC	13	18	NC	73	66	NC	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	561	79657	NC	100	99	NC	582	566	NC	1	3	NC	4	8	NC	95	87	NC	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	285	39120	NC	100	99	NC	594	580	NC	0	2	NC	1	4	NC	98	92	NC	1	2
Male	NC	276	40423	NC	100	98	NC	571	553	NC	1	5	NC	7	12	NC	92	83	NC	NA	1
African American	--	30	4290	--	94	99	--	580	560	--	NA	4	--	10	9	--	90	86	--	NA	1
Hispanic	NC	133	31642	NC	100	99	NC	580	552	NC	NA	5	NC	4	11	NC	96	84	NC	NA	0
Asian/Pacific Islander	--	22	1948	--	92	99	--	598	589	--	NA	1	--	5	3	--	86	91	--	9	4
American Indian/Alaskan Native	--	NC	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	NC	374	36929	NC	100	99	NC	583	579	NC	1	2	NC	3	5	NC	95	91	NC	1	2
Students with Disabilities	NC	41	9069	NC	95	92	NC	536	508	NC	5	11	NC	22	30	NC	73	58	NC	NA	1
Students without Disabilities	NC	520	70588	NC	100	100	NC	586	573	NC	0	2	NC	3	5	NC	97	91	NC	1	1
Limited English Proficient Students	--	NC	9521	--	NC	96	--	NC	507	--	NC	13	--	NC	24	--	NC	63	--	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	NC	101	35341	NC	96	97	NC	576	551	NC	1	5	NC	5	12	NC	94	83	NC	NA	0
Non-Economically Disadvantaged	NC	460	44316	NC	100	100	NC	584	578	NC	0	2	NC	4	5	NC	95	90	NC	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	574	78400	100	99	97	512	588	554	43	6	21	33	12	19	19	58	47	5	24	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	265	38686	NC	100	98	NC	586	554	NC	5	20	NC	13	20	NC	61	49	NC	21	12
Male	17	309	39636	100	98	96	509	589	554	41	6	23	35	11	18	24	56	46	NA	27	13
African American	--	38	4193	--	100	97	--	563	533	--	8	32	--	29	23	--	53	40	--	11	5
Hispanic	NC	110	30732	NC	99	97	NC	571	534	NC	2	31	NC	17	24	NC	66	40	NC	15	5
Asian/Pacific Islander	--	14	1827	--	100	99	--	591	594	--	14	8	--	7	12	--	57	49	--	21	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	19	407	37038	100	100	97	506	595	575	47	6	11	32	9	14	21	57	56	NA	28	19
Students with Disabilities	NC	47	7840	NC	82	81	NC	531	498	NC	34	60	NC	26	18	NC	34	20	NC	6	2
Students without Disabilities	17	527	70560	100	100	99	524	592	560	35	3	17	35	10	19	24	61	50	6	26	14
Limited English Proficient Students	--	NC	8956	--	NC	95	--	NC	502	--	NC	56	--	NC	25	--	NC	18	--	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	83	33014	NC	95	95	NC	571	534	NC	10	31	NC	12	24	NC	65	40	NC	13	5
Non-Economically Disadvantaged	19	491	45386	100	100	99	510	591	569	47	5	15	32	12	15	16	57	52	5	26	18

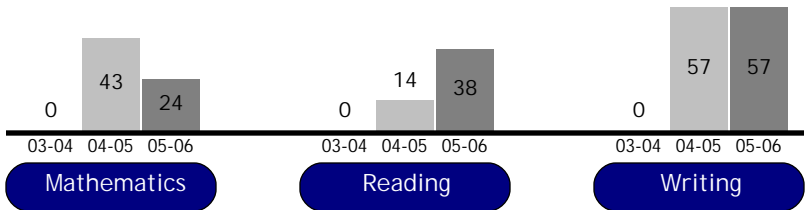
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	586	79179	100	100	98	486	547	519	24	3	11	38	12	27	38	74	58	NA	10	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	265	38974	NC	100	99	NC	554	524	NC	2	8	NC	11	25	NC	75	61	NC	13	5
Male	17	321	40124	100	100	97	484	541	513	24	4	13	47	14	28	29	74	54	NA	8	4
African American	--	38	4243	--	100	98	--	536	506	--	NA	14	--	21	32	--	74	51	--	5	3
Hispanic	NC	110	30987	NC	99	98	NC	537	498	NC	2	17	NC	14	36	NC	81	45	NC	4	1
Asian/Pacific Islander	--	14	1832	--	100	99	--	553	543	--	7	4	--	14	17	--	50	69	--	29	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	19	417	37467	100	100	98	483	551	539	26	4	5	37	11	17	37	74	70	NA	12	8
Students with Disabilities	NC	59	8567	NC	100	88	NC	487	467	NC	25	39	NC	34	38	NC	39	22	NC	2	1
Students without Disabilities	17	527	70612	100	100	99	497	554	524	12	1	7	41	10	25	47	78	62	NA	11	5
Limited English Proficient Students	--	NC	9013	--	NC	95	--	NC	461	--	NC	40	--	NC	48	--	NC	12	--	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	86	33345	NC	99	96	NC	529	499	NC	5	17	NC	26	36	NC	67	46	NC	2	1
Non-Economically Disadvantaged	19	500	45834	100	100	99	485	550	533	26	3	7	37	10	19	37	75	67	NA	11	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	584	79734	100	100	99	519	577	554	5	1	3	38	9	19	57	90	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	265	39243	NC	100	99	NC	592	568	NC	NA	2	NC	4	12	NC	95	85	NC	2	1
Male	17	319	40413	100	100	98	514	565	541	6	1	4	41	13	26	53	86	70	NA	0	0
African American	--	38	4285	--	100	99	--	566	548	--	3	3	--	8	22	--	89	74	--	NA	0
Hispanic	NC	111	31254	NC	100	99	NC	576	539	NC	1	5	NC	6	25	NC	93	70	NC	NA	0
Asian/Pacific Islander	--	14	1837	--	100	99	--	588	579	--	NA	1	--	NA	9	--	93	87	--	7	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	19	414	37668	100	100	99	515	579	569	5	0	1	42	9	13	53	89	85	NA	1	1
Students with Disabilities	NC	57	8943	NC	100	92	NC	525	495	NC	5	11	NC	37	51	NC	58	38	NC	NA	1
Students without Disabilities	17	527	70791	100	100	100	528	582	561	NA	0	2	35	6	15	65	93	83	NA	1	0
Limited English Proficient Students	--	NC	9138	--	NC	97	--	NC	492	--	NC	13	--	NC	46	--	NC	40	--	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	87	33718	NC	100	97	NC	565	538	NC	2	5	NC	11	26	NC	86	69	NC	NA	0
Non-Economically Disadvantaged	19	497	46016	100	100	100	515	579	567	5	0	2	42	8	14	53	90	84	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	NA	56	NC	NC	64	51	NC	NC	75	56
	Language	--	--	55	48	NC	NC	58	47	NC	NC	65	50
	Mathematics	--	--	76	66	NC	NC	68	52	NC	NC	79	58
7	Reading	--	--	NA	54	100	34	61	50	NC	NC	72	54
	Language	--	--	63	58	100	36	65	52	NC	NC	73	58
	Mathematics	--	--	64	62	100	31	65	50	NC	NC	72	54
8	Reading	--	--	NA	55	100	23	59	51	100	39	72	58
	Language	--	--	57	52	100	22	59	50	100	27	67	56
	Mathematics	--	--	64	61	100	23	63	53	100	34	75	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Pantano Middle School

School Site Council

Council Composition

- 0 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Budget
- Ü Selecting school schedule
- Ü Setting school policies
- Ü Approve school goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	.40	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü We have use of Old Vail's library.
- Ü There are 4 computers in each class.

Extracurricular Activities

- Ü We participate with other Vail schools.

Social Services

- Ü Free and Reduced Lunch Program
- Ü LEP program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Thirteen students out of fifteen students were promoted to ninth grade in May 2005.

ü Seven of fifteen students were able to remediate two grade levels during the school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	86	95	94	95
Promotion Rate ⁵	79	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Pantano Middle School has a low class size of 15 students with two sessions both morning and afternoon with two certified teachers in the classroom. Students are with the same teacher for the four hour day which lends to a high accountability for student location. Pantano Middle School has security personnel to monitor the courtyard and bathrooms. It is a very small school setting where each student will be known by all teachers and administrators.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Heather Pletnick	(520) 762-2882
Transportation Policy	Mr. Al Flores	(520) 762-2000
Community Resources	Rosemary McCain	(520) 762-2000
School Nutrition Programs	Marilyn Bennett	(520) 762-2400
Parent Organization	Ed Romero	(520) 762-2880
Student Health/Nurse	Kathy Gates	(520) 762-2800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.